



**Urban Arts Partnership**

Curriculum Map

2012-2013

Name: Georgia Wall

School: PS 277

Grade/Class: 4th/5th

Art Form: Drama/Visual Arts

## Program Overview and Goals

### Program Summary/Goals

*What do you want to teach and the goals that you want to accomplish?*

*How to tell a story through acting and performing. I would like to students to feel comfortable and confident performing. To do this the students will have to learn to feel safe and trust one another. Once the community has been created, we can begin to play. Through rigorous play and the incorporation of visual art making, the students will be given the opportunity to tell stories and refine their stories so that they may be shared.*

### Essential Question

*One big question that you'll be exploring all year through all the projects?*

*How can we work together to tell one story?*

### Project #1 Description

*What will be your first project and how does it relate to your goals?*

*The first project the students will work to create monologues. The first couple weeks will be a combination of working with professionally written monologues. They will work toward performing these while all along creating characters of their own. These characters will be developed through peer-to-peer interviews as well individual writing exercises. Once the students have become comfortable with the format with monologues and have developed characters they will create monologues for their characters. These will ultimately be performed in a collaborative performance in which a number of students will work together to create a performance that incorporates all the individual monologues.*

### Project #2 Description

*What will be your second project and how does it relate to your goals?*

*How can we tell a story without words? With this second project the students will come up with a story and then will use their bodies and tableau to tell the story. We will incorporate student painting/collage as the set or backdrop to this story. The students will depict the environments in which each scene takes place and then these images will be scanned and projected on stage behind the actors.*

### Project #3 Description

*What will be your second project and how does it relate to your goals?*

*How can we tell a story using our words, bodies and our visual art? This production's story will most likely come out of the Project #2.*

*The story will be elaborated on and the students will work to put words and dialogue to it. With this project the students will introduce language and theatrical speaking into their performance. This project will also include props and set design conceived of and created by the students.*

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	<b>7.L.4:</b> Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. <b>7.L.6:</b> Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	<b>7.SL.1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	<b>7.w.3:</b> Writing narratives to develop real or imagined experiences; <b>7.w.1:</b> writing an argument to support claims with clear reasons and relevant evidence; <b>7.w.5:</b> Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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## Project Plan #1

**Guiding Questions** (3-5 questions that will guide your project):

1. How can experiences in your own life become material to create performances?
2. How can we imagine a character that is different from us?
3. How can we use language and the format of the monologue to share a story?

**Materials Needed:** water color paper, crayons, water color.

**Equipment checkout:** Projector

**Culminating Event and Date:** December 20

**Field Trip dates (include career contact):**

**Project Name:** Character Monologues

**Project Goal:** Children develop their own characters based on their memories and perform with language

**Final Product:** Sharing of student written/performed monologues

*Common Core Standards*

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

**CIRCLE ONE** (Reading **Writing** SL Language other) **7.w.3 and 7.w.5**

Writing monologues. Writing in first person. Writing fiction. Revising writing.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

The students will learn how to consider a different persons perspective, while also considering how their life experiences can be articulated and used as material for creation. They will learn how to communicate an idea and/or feeling clearly, developing public speaking skills- articulating, projecting and presenting language.

## Project #1

Sess	Date	Methodo	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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#		logy				
1	10/2	Create			1. Games that will help focus the students and create the community. -Name games, Clap and pass, Zip/zap/zop 2. Go over rules of the class 3. Adjective game: <i>am I more this way or that way?</i> 4. Letter for the teacher (anything you want me to know about you as a learner/actor/person)	-How to be present in the classroom. -How to concentrate and listen to your classmates.
2	10/4	Create	Projection Articulation		1. Warm up game/Name Game 2. Board/Vocab 3. Adjective game 4. Create a story using two words 5. Act out part of their story 6. Interview Game: Students develop their own characters	<div>             -Working collaboratively (to make a story)              -Using our bodies to articulate (tell their story)           </div>
3	10/9	Create	Follow up question Leading question		1. Warm up ritual 2. Board/Vocab/ list of agreements 3. 2 words story 4. Act out part of their story 5. Interview Game	-Working collaboratively (to make a story) -Using our bodies to articulate (tell their story) -Improvising and imagining another persons reality -Questions as a method of inquiry: follow up and leading questions
4	10/11	Create Experienc	-Regret	Monologues by The Actors	1. Warm up ritual	-Learning how to speak as a group

		e	-Monologue	Scene	2. Board/Vocab/ list of agreements 3. Reading/Discussing monologues as a group 4. Break into small groups read over the monologues taking turns with each line	
5	10/16	Create Experience	-Ensemble -Spectator	Monologues by The Actors Scene	1. Warm up ritual 2. Name tags 3. Board with list of agreements/goals/attendance 4. Work in small groups on monologues 5. Perform monologues for each other	-Working as a group toward a common goal -Learning how to be an attentive spectator
6	10/23	Create	-Rotate -Converge	Monologues by The Actors Scene	Introduce centers: <b>Art:</b> Draw picture of monologue <b>Writing:</b> Write response for monologue <b>Acting:</b> Read the monologue with small group. Prepare a performance.	-Establishing center structure, children learn how to work in small group.
7	10/25	Create	-Rotate -Converge	Monologues by The Actors Scene	Introduce centers: <b>Art:</b> Draw picture of monologue <b>Writing:</b> Write response for monologue <b>Acting:</b> Read the monologue with small group. Prepare a performance.	-Establishing center structure, children learn how to work in small group.
	11/8	Create	Vivid Descriptive language		Go over Board- vocab, attendance and intro to center activities.  I read sample monologue.  WHAT IS YOUR MEMORY?	-Students learn how to use personal experiences as material for writing. -Students learn the

					<p>Introduce idea of an important memory.</p> <p>Create different categories of memories as a a group (ie: bad, sad, scary, happy, hopeful)</p> <p>Kinds think about themselves now, at 5 and what they have heard about themselves from when they were a baby.</p> <p>Walk students through their history with questions.</p> <p><b>Writing:</b> their memory (categories of memory types out of hat)</p>	importance of descriptive language.
	11/13	Create	Descriptive Environment		<p>Go over Board- vocab, attendance and intro to center activities.</p> <p>I read sample monologue.</p> <p style="text-align: center;"><b>C1:</b></p> <p><b>Draw:</b> Draw a snap shot of this of this memory/ work on making name tags</p> <p><b>Acting:</b> Warm up game</p> <p>telling their memory (categories of memory types out of hat). Break into partners first and share. Partners ask follow up questions. Then share with the group</p>	<p>-Students learn how to use descriptive language while speaking to verbally express a personal memory to others.</p> <p>-Students learn how to use personal experiences as material for visual art making.</p> <p>-Students learn how to create a mix medium art work with crayons and water colors.</p>
	11/15	Create	Descriptive Environment		<p>Go over Board- vocab, attendance and intro to center activities.</p> <p>I read sample monologue.</p> <p style="text-align: center;"><b>C1:</b></p> <p><b>Draw:</b> Draw a snap shot of this of this memory/ work</p>	<p>Students learn how to use descriptive language while speaking to verbally express a personal memory to others.</p> <p>-Students learn how to</p>

					<p>on making name tags</p> <p><b>Acting:</b> Warm up game</p> <p>telling their memory (categories of memory types out of hat). Break into partners first and share. Partners ask follow up questions. Then share with the group</p>	<p>use personal experiences as material for visual art making.</p> <p>-Students learn how to create a mix medium art work with crayons and water colors.</p>
	11/20	Experience Refine	Fiction/ Fictional  Traits		<p>Go over Board- vocab, attendance, agenda.</p> <p>I read sample monologue.</p> <p>WHO IS YOUR CHARACTER?</p> <p>-Hand out images of different shoes. Who do you think these shoes belong to?</p> <p>-Students fill out a Character Survey about this person whose shoes these belong to.</p> <p>-Draw a portrait of your character.</p>	<p>-Learn how to imagine a fictional character.</p> <p>-Use visual art materials to represent a fictional character.</p>
	11/27	Create	Physicality Improvise		<p>Go over Board- vocab, attendance and intro to center activities.</p> <p>I read sample monologue.</p> <p><b>C2:</b></p> <p><b>Writing:</b> write a memory for your character (categories of a memory out of a hat)</p> <p><b>Acting:</b> Warm up game</p> <p>Interview and character's memory</p>	<p>-Students will practice writing in the first person: developing a character through personal imagination with writing.</p> <p>-Students will learn how to improvise, responding to their peers prompts.</p> <p>-Learn how to participate in an interview/Q&amp;A structure.</p>



						-Students will develop empathetic skills as they try and imagine another person (their character's) perspective/reality.
	12/29	Create	Physicality Improvise		<p>Go over Board- vocab, attendance and intro to center activities. I read sample monologue.</p> <p><b>C2:</b></p> <p><b>Writing:</b> write a memory for your character (categories of a memory out of a hat)</p> <p><b>Acting:</b> Warm up game Interview and character's memory</p>	<p>-Students will practice writing in the first person: developing a character through personal imagination with writing.</p> <p>-Students will learn how to improvise, responding to their peers prompts.</p> <p>-Learn how to participate in an interview/Q&amp;A structure.</p> <p>-Students will develop empathetic skills as they try and imagine another person (their character's) perspective/reality.</p>
	12/4	Create	Specificity Develop		<p>Go over Board- vocab, attendance and intro to center activities. I read sample monologue.</p>	<p>-Students will practice the skills needed to revise writing</p> <p>-Students will learn how</p>

					<p><b>C3:</b></p> <p><b>Writing:</b> Students will refine whatever writing they will be working from in the Memory Shares. They can spend time with:</p> <p>1. Their memory 2. Their character's memory 3. Description of the picture of their memory or their character portrait</p> <p><b>Acting:</b> Warm up game practice telling your memory OR your character's memory so everyone can hear it! (fill out a sheet about your partners to help them)</p>	<p>to rehearse and refining an improvised monologue.</p> <p>-Students will learn how to work in a partnership to support and give guidance to a classmate.</p>
	12/6	Create	Rehearse Refine		<p>Go over Board- vocab, attendance and intro to center activities.</p> <p>I read sample monologue.</p> <p><b>C3:</b></p> <p><b>Writing:</b> Students will refine whatever writing they will be working from in the Memory Shares. They can spend time with:</p> <p>1. Their memory 2. Their character's memory 3. Description of the picture of their memory or their character portrait</p> <p><b>Acting:</b> Warm up game practice telling your memory OR your character's memory so everyone can hear it! (fill out a sheet about your partners to help them)</p>	<p>-Students will practice the skills needed to revise writing</p> <p>-Students will learn how to rehearse and refining an improvised monologue.</p> <p>-Students will learn how to work in a partnership to support and give guidance to a classmate.</p>
	12/11	Create Experienc	Constructive Feedback		-Discussion: what is is to be a good audience	Learn to discuss one

		e Refine			<p>member? How can we give constructive feedback?</p> <p><b>Performing</b> memories (children can share their memory by performing it, reading the text they wrote or showing their picture and describing it and their process in making it)</p>	<p>each other's visual and performance work.</p> <p>Students will learn how to be an attentive audience.</p> <p>Students will experience what it is like to perform in front of a group.</p>
	12/13	Present	Focus Observe		<p>Warm up game</p> <p><b>Performing</b> memories (children can share their memory by performing it, reading the text they wrote or showing their picture and describing it and their process in making it)</p>	<p>Learn to discuss one each other's visual and performance work.</p> <p>Students will learn how to be an attentive audience.</p> <p>Students will experience what it is like to perform in front of a group.</p>
	12/18	Present	Support Experience		<p>Warm up game</p> <p><b>Performing</b> memories (children can share their memory by performing it, reading the text they wrote or showing their picture and describing it and their process in making it)</p>	<p>Learn to discuss one each other's visual and performance work.</p> <p>Students will learn how to be an attentive audience.</p> <p>Students will experience what it is like to perform in front</p>

						of a group.
	12/20		Reflect Accomplish		Warm up/Focus Games and Celebration (if attendance is met)	Students will learn how to use language to reflect on an experience and individual learning process.

## Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

**Guiding Questions** (3-5 questions that will guide your project):

1. How can we create one story as a group?
2. How can we tell a story without words?
3. How can we work together on stage?
4. How can we depict an environment in a painting?

**Materials Needed:** Paint and paper.

**Equipment checkout:** Digital camera.

**Culminating Event and Date:** February 15th.

**Field Trip dates (include career contact):**

**Project Name:** A silent story.

**Project Goal:** Working together, telling a clear story without using language.

**Final Product:** Performance of a series of tableaux that tells a clear story.

*Common Core Standards*

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

**CIRCLE ONE** (Reading Writing SL Language **other**)

How to communicate without language.

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

How to be clear and concise when trying to communicate.

How to work together in a group/how to collaborate.

Project #2:

Sess #	Dat e	Methodol ogy	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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## Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?



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## Project Plan #3

**Guiding Questions** (3-5 questions that will guide your project):

1. How to work in a group.
2. How to communicate across an idea/story that you care about.
3. How to speak and present yourself clearly.
4. How to understand another person (characters) perspective.

**Materials Needed:** Recycled materials to make props/set objects

**Equipment checkout:** Digital camera.

**Culminating Event and Date:** June 5th?

**Field Trip dates** (include career contact):

**Project Name:** Our Story

Project Goal: Working together, using theater to tell a story that is relevant to the students.

Final Product: Performance that uses visual art created by the students and their own story as its basis.

### ***Common Core Standards***

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Reading Writing SL Language other) 7.w.3 and 7.w.5

Writing, Refining writing, Script writing, memorizing lines, speaking clearly and articulating.

**Relevance/Rationale:** (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

This project will help the students work as a group. They will learn the skills necessary to collaborate and work through an extensive process from start to finish, as they conceive of a story, write it, rehearse it and finally perform it. As the students work on developing characters they will also consider one another and imaginary characters perspectives, working to have a clearly understanding of empathy.

**Project #3:**

Sess	Dat	Methodol	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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## Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

**Project Rubric** (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

<b>EXCELLING</b>	<ol style="list-style-type: none"><li>1. Can write clearly and express a characters feeling and/or personality</li><li>2. Can speak clearly, articulating and expressing thoughts in an organized and effective manner</li><li>3. When given a prompt or assignment uses his/her interests and ideas to move forward with the project</li><li>4. Is able to move outside themselves and into the shoes of a character, changing their body language, voice, face and demeanor.</li><li>5. Can listen and watch when others are working.</li><li>6. Works well with the other students; is both a leader but also is able to collaborate and respect other children's needs/ideas.</li></ol>
<b>ACHIEVING</b>	<ol style="list-style-type: none"><li>1. Is eager to learn more about script/dialogue and monologue writing. Has good ideas but still is struggling with the skills of writing and therefore sometimes finds it hard to express them.</li><li>2. Is eager to share thoughts and ideas but sometimes has trouble finding the words to express them and/or has trouble verbally, with pronunciation and articulation.</li><li>3. When given a prompt of assignment tries to become engaged and works hard to fulfill the directions.</li><li>4. Grasps the concept of a character and the idea of an actor having to move between themselves and another character.</li><li>5. Is able to stay focused and listen/watch others most of the time and only loses interest after a certain period of time or during certain activities.</li><li>6. Works well in groups in that he/she is either a leader or a happy participant but still needs work developing the other skill- to be more of a leader or a willing participant.</li></ol>
<b>EMERGING</b>	<ol style="list-style-type: none"><li>1. Has trouble writing. Cannot spell or has handwriting trouble or simply cannot articulate thoughts through writing.</li><li>7. Does not participate in discussions and does not want to speak aloud during acting exercises.</li><li>8. When given a prompt or assignment he/she becomes unfocused and can not move forward to engage in the activity.</li><li>9. Does not grasp the idea of being a character and is constantly performing as themselves or a given character from a movie or TV show.</li></ol>

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|  | <p><b>10. Becomes distracted and unfocused when others are speaking/performing/sharing their work.</b></p> <p><b>11. Can not function in a group and without direct instruction from the teacher becomes distracted and disengaged.</b></p> |
|--|---|